

Questions Booklet

June 1995



English 33

Part B: Reading

Grade 12 Diploma Examination

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June 1995
**English 33 Part B: Reading
Questions Booklet**
Grade 12 Diploma Examination

Description

Part B: Reading contributes 50% of the total English 33 Diploma Examination mark.

There are 70 questions in the Questions Booklet and 8 reading selections in the Readings Booklet.

Time: 2 hours. You may take an additional 1/2 hour to complete the examination.

Instructions

- Be sure that you have an English 33 Questions Booklet **and** an English 33 Readings Booklet.
- You may **not** use a dictionary, thesaurus, or other reference materials.
- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

Which month has 31 days?

- A. February
- B. April
- C. November
- D. December

Answer Sheet

(A) (B) (C) ●

- Do not fold the answer sheet.
- Mark only one answer for each question.
- If you change an answer, erase your first mark completely.
- Answer all questions.

I. Read “Sundays” on pages 1 to 3 of your Readings Booklet and answer questions 1 to 10.

1. Telling the story from May’s point of view allows the writer to focus on the
 - A. cold indifference of Tom
 - B. importance of May’s childhood
 - C. impact of May’s emotional distress
 - D. strained relationship between May and Tom

2. In the context of the entire story, the sentence “Sometimes she’d hurry past the door without a word as if the sight of him embarrassed her” (lines 21–22) suggests that
 - A. May is humouring Tom
 - B. May is shocked by Tom’s uncooperative behaviour
 - C. Tom’s behaviour reminds May of the differences between them
 - D. Tom enjoys the atmosphere of hustle and bustle that May creates

3. That she would “wrench herself up through a wall of sleep and hurry down to fix his breakfast” (lines 30–31) reinforces the idea that May
 - A. has to believe that she is needed
 - B. has a naturally enthusiastic personality
 - C. is aware of her husband’s negligent habits
 - D. is aware that she is an inadequate homemaker

4. Tom’s remarks to May in lines 35 and 36 suggest that he is
 - A. cautious
 - B. considerate
 - C. chauvinistic
 - D. condescending

Continued

5. Read the following quotations and answer the question that follows.

- “She’d wake to the sound of him whistling in the shower” (line 30)
- “he went off through ice or heavy snow as if the weather couldn’t touch him” (lines 38–39)
- “He had a light, springy walk” (line 39)
- “When they went out to parties, people hurried up to greet him” (lines 42–43)

For the reader, the above quotations all serve to emphasize

- A. May’s conflict with Tom
 - B. the impression that Tom is pretending to be happy
 - C. the impression that Tom resents May’s gloominess
 - D. May’s perception of the buoyancy that characterizes Tom
6. May’s insistence that Tom “‘must have been thinking of *something*’ ” (line 55) suggests that she
- A. is annoyed by his laziness
 - B. is concerned about his physical health
 - C. refuses to accept his desire for privacy
 - D. wants to understand his changed behaviour
7. The narrator refers to May as being “perplexed” (line 60) to describe her
- A. confusion
 - B. confidence
 - C. consideration
 - D. conservativeness

Continued

8. The phrase “all wiry with thoughts” (line 68) supports the statement
- A. “She was shy in groups” (line 44)
 - B. “He was always calling her” (lines 45–46)
 - C. “She did most of the talking” (line 47)
 - D. “Her mind was always ticking” (line 58)
9. The statement “a spell came over them, a heavy sense of peace, as if the whole of life had swept away from them in a great wave” (lines 78–79) suggests the couple’s
- A. delicate intimacy
 - B. overactive imaginations
 - C. attempt to escape the boredom of Sundays
 - D. conscious decision to take control of their lives
10. Respectively, what Tom is seeking and what May is attempting to avoid, are suggested **most strongly** in
- A. “sudden quiet” (line 4) and “surprise” (line 19)
 - B. “frigid air” (line 18) and “shy” (line 44)
 - C. “fading room” (line 74) and “urgent” (line 86)
 - D. “sense of peace” (line 79) and “lethargy” (line 69)

II. Read “At the Wedding” on page 4 of your Readings Booklet and answer questions 11 to 17.

11. The description of the sons with their blond heads sticking out in the crowd “like shafts of wheat” (line 7) emphasizes **mainly** their
- A. youth
 - B. aggressiveness
 - C. place in the family
 - D. significance to the farmer
12. As the farmer “remembers each” of his sons (line 10), his **dominant** memory is of
- A. work
 - B. poverty
 - C. conflict
 - D. delinquency
13. The difficulty the farmer experienced in raising his sons is **most vividly** suggested by the imagery in
- A. “running off to become what they are” (line 11)
 - B. “like a field of stones coaxed into grain” (line 22)
 - C. “He wonders if they love him the same way” (line 23)
 - D. “the unsureness they learned from him” (line 25)
14. The farmer’s reference to his sons as “city-dwellers” (line 12) reflects his feeling of
- A. separation
 - B. arrogance
 - C. anxiety
 - D. envy

Continued

15. The image of the farmer's sons "in their white shirts, their wives smiling and small children tugging at their pant-legs" (lines 16–18) suggests to the farmer that his sons have become
- A. self-centered
 - B. self-sufficient
 - C. irresponsible
 - D. vain
16. The statement "He knows now that he loved them impossibly, for the arguments and the hard words" (lines 19–20) suggests that the farmer
- A. enjoys his sons' selfishness
 - B. values his sons' strong spirits
 - C. respects his sons' career choices
 - D. appreciates his sons' cautious outlooks
17. Looking back, the farmer wishes that he had
- A. recognized his affection for his sons
 - B. had more influence on his sons' careers
 - C. spent more time with his sons' families
 - D. persuaded his sons to live closer to home

III. Read the excerpt from *Monkeyshines* on pages 5 to 9 of your Readings Booklet and answer questions 18 to 28.

18. The phrase “*urban paranoia*” (introduction) means fear associated with
- A. cities
 - B. old age
 - C. loneliness
 - D. single status
19. Dorothy’s hesitation in answering the door (lines 5–9) results from her
- A. concern that her hair will be damaged
 - B. awareness of her appearance
 - C. preoccupation with skipping
 - D. fear of strangers
20. The word “*confront*” in the stage direction “*She must confront the plant*” (lines 50–51) suggests that Dorothy will
- A. remove the plant from her home
 - B. graciously accept the thoughtful gift
 - C. call the delivery person immediately
 - D. accept the challenge of dealing with the plant
21. The mother and daughter exchange in lines 67 to 73 suggests that Dorothy’s **main** concern at the moment is with her
- A. exercise routine
 - B. speaker telephone
 - C. hearing difficulties
 - D. daughter’s exasperation

Continued

22. The misunderstandings that develop during the telephone conversation (lines 79 to 101) serve to
- A. create humour
 - B. establish setting
 - C. achieve mystery
 - D. develop suspense
23. Dorothy's reference to Ellie as "your brother's wife" (lines 126 and 130) suggests that the relationship between Dorothy and Ellie is
- A. close
 - B. strained
 - C. supportive
 - D. unpredictable
24. The underlying reason that Dorothy describes her former classmates as "baked apples" (line 141) is her
- A. unstable family relationships
 - B. frustration with her physical appearance
 - C. distress at not recognizing her classmates
 - D. concern about the decline in her classmates' mental abilities
25. This scene suggests that Dorothy reacts to her class reunion by attempting to
- A. organize her life
 - B. ignore her birthdays
 - C. rejuvenate her appearance
 - D. stay in touch with old friends
26. Dorothy's tone in her final speech (lines 151–159) indicates **mainly** that she is
- A. worried about her hair
 - B. impatient with her daughter
 - C. depressed about her situation
 - D. concerned about locating her glasses

Continued

27. The statement that **most vividly** reveals Dorothy's attitude toward aging is
- A. "Would that it were" (line 68)
 - B. "I've mislaid my glasses and can't read the card" (line 114)
 - C. "I'm talking leftovers" (line 146)
 - D. "My hair is as strong as binder twine" (line 152)
28. Throughout the excerpt, Dorothy's responses to Nancy's questions suggest that she considers her daughter to be
- A. devoted and reliable
 - B. practical but unconcerned
 - C. critical and uncooperative
 - D. well-meaning but interfering

IV. Read “Looking at them looking at us” on pages 10 and 11 of your Readings Booklet and answer questions 29 to 39.

29. The writer’s **primary** regret about humanitarian efforts is that
- A. people have a tendency to forget the insights that such incidents offer
 - B. the money spent could have been used for more important purposes
 - C. the media distorts these occurrences to keep them in the public eye
 - D. such incidents distract people from more important political issues
30. The word “plight” (line 11) means
- A. embarrassment
 - B. entertainment
 - C. predicament
 - D. puzzlement
31. Writers occasionally use sentence fragments for effect. In this article, the sentence fragments “Chain saws” and “Ice choppers” (lines 46–47) serve to
- A. provide a happy ending to a tragic story
 - B. establish a human desire to solve problems
 - C. reinforce the dramatic urgency of the situation
 - D. illustrate the profound efficiency of technical equipment
32. By describing conflicting views about the rescue of the whales (lines 50–69), the writer conveys the
- A. evil of human nature
 - B. illogical nature of human priorities
 - C. foolishness of basic human emotions
 - D. ultimate futility of the human condition

Continued

33. The statement “the Soviets are freeing whales while discussing the status of their political prisoners” (lines 60–62) contains an example of
- A. irony
 - B. allusion
 - C. metaphor
 - D. symbolism
34. The use of the word “fable” (line 75) to describe the freeing of the whales suggests that the
- A. incident was extremely newsworthy
 - B. whale is of considerable interest in today’s world
 - C. lesson learned is more significant than the event reported
 - D. appeal of the struggle is less important than political differences
35. The characteristic that is common to the Jessica McClure and Kathy Fiscus stories (lines 94–98) and the story of the whales is that all three incidents involve the
- A. preservation of human life
 - B. evocation of human emotion
 - C. challenge of human creativity
 - D. dominance of human intelligence
36. The phrase “people are driven as naturally to preserve as to destroy” (lines 107–108) reflects **primarily** on humanity’s
- A. love of the earth
 - B. appreciation for life
 - C. need to divide and conquer
 - D. capacity for both good and evil

Continued

37. Which of the following statements illustrates irony?
- A. “To save fellow mammals; to give them air; to offer passage for creatures on a necessary journey” (lines 13–16)
 - B. “The Anglo-Saxons called the oceans ‘whale-roads’ in deference to the animals’ dominion” (lines 36–38)
 - C. “while two whales are deliberately saved, others are deliberately killed” (lines 57–59)
 - D. “For the trapped people, as for the trapped whales, the nation stopped, waited, hoped” (lines 102–105)
38. The writer speculates that public interest in the whales continued longer than it normally would have because of
- A. “a superpower partnership” (line 8)
 - B. “the world’s imagination” (line 29)
 - C. “human ingenuity” (lines 68–69)
 - D. “human affection” (line 87)
39. Which reason for saving the whales does the writer want the reader to accept as being most noble?
- A. It provided an opportunity for “a superpower partnership” (line 8)
 - B. It gave humans an opportunity to “return the favor” (line 41)
 - C. It allowed for a demonstration of “human ingenuity” (lines 68–69)
 - D. It permitted expression of an “impulse to preserve” life (line 78)

- V. Read Robin’s letter and revisions on pages 12 and 13 of your Readings Booklet and answer questions 40 to 46.**
- 40.** In paragraph 1, a common spelling error that Robin has not yet corrected is
- A. here
 - B. already
 - C. its
 - D. alot
- 41.** Robin has revised “kind of the same as” in paragraph 1 and “kind of funny how” in paragraph 2 to
- A. unify the topic
 - B. create emphasis
 - C. clarify meaning
 - D. balance the structure
- 42.** Robin has decided to divide paragraph 2 into two paragraphs. Her new paragraph will begin with “When you consider. . . .” Which of the following sentences in this new paragraph should be deleted to increase paragraph unity?
- A. “When you consider how long people have been impressed by whales, you can understand why trapped whales would have attracted so much attention.”
 - B. “Television has certainly affected how we feel about so many things we see in our world.”
 - C. “People in the past saw whales as dangerous animals.”
 - D. “Today, we are a danger to whales.”
- 43.** By beginning paragraph 3 with the phrase “In any case,” Robin has provided
- A. unity
 - B. transition
 - C. coordination
 - D. subordination

Continued

44. In paragraph 3, Robin’s revisions “has been,” “came,” and “could be” effectively correct errors in
- A. spelling
 - B. verb tense
 - C. pronoun usage
 - D. figures of speech
45. Robin’s revisions to the first sentence in paragraph 4 help to create a tone that is
- A. less direct
 - B. more scientific
 - C. more emphatic
 - D. less conventional
46. Robin has revised her letter to take stylistic advantage of balanced sentences in
- A. “People in the past saw whales as dangerous animals. Today, we are a danger to whales.” (paragraph 2)
 - B. “Remember how noisy those ‘whales’ were? Were they realistic!” (paragraph 3)
 - C. “You took some photos, didn’t you? They would go really well with your report!” (paragraph 3)
 - D. “Who knows? Maybe the two of us can go on pooling our resources in the future.” (paragraph 5)

VI. Read “Christmas of the Ants” on pages 14 and 15 of your Readings Booklet and answer questions 47 to 53.

47. In lines 5 to 9, the writer relates several incidents that describe her
- A. frequent misfortunes
 - B. continual moving trips
 - C. constant home renovations
 - D. confrontations with natural disasters
48. The use of the quotation marks to emphasize the phrase “‘nothing could climb’” (line 30) **mainly** serves to
- A. describe the primitive kitchen
 - B. compare a food safe to a refrigerator
 - C. illustrate the writer’s vivid imagination
 - D. provide a hint of the calamity to follow
49. The writer decides to serve the turkey because of her
- A. stubborn refusal to waste food
 - B. mischievous desire to shock her friends
 - C. inflexible determination to thwart the troublesome ants
 - D. resourcefulness necessitated by the impossibility of booking a restaurant table
50. That the writer scalds and then flambés the turkey suggests her
- A. desire to retain family traditions
 - B. frenzied desperation in dealing with the crisis
 - C. desire to maintain her status as a gourmet cook
 - D. amused conscientiousness as she deceives her guests

Continued

51. The climactic ordering of “brandy, then scotch, and finally a whole bottle of Armagnac” (lines 44–45) **mainly** characterizes the writer’s
- A. lavish cellar
 - B. culinary tastes
 - C. escalating panic
 - D. devoted friendship
52. The writer sees the cooked herbs as ants (lines 46–47) because she
- A. is obsessed by standards of cleanliness
 - B. recognizes the threat to her culinary reputation
 - C. feels guilty about serving the turkey to her guests
 - D. is aware that she must disclose the situation to both of her guests
53. Which of the following questions does the writer **most obviously** intend to be taken as a rhetorical question?
- A. “The year of the mudslide?” (line 6)
 - B. “The December when the electric wiring was declared a fire hazard?” (lines 7–8)
 - C. “What would you have done?” (line 41)
 - D. “*Mais qu’est-ce que c’est?*” (line 48)

VII. Read “Autobiographical Note” on pages 16 and 17 of your Readings Booklet and answer questions 54 to 61.

- 54.** The description of the children as “The natural enemies of cops and schoolteachers” (lines 8–9) suggests **mainly** that the children
- A. resist the expectations of authority
 - B. cannot enter the adult world
 - C. do not understand adults
 - D. are self-centered
- 55.** The speaker describes Western films seen in childhood as “flickering myths” (line 17). This description suggests that the speaker now sees the films as
- A. portraying idealized values
 - B. containing an artistic element
 - C. being technologically inferior
 - D. being rejected by the children
- 56.** The tone of the poem shifts with the word
- A. “We” (line 10)
 - B. “Also” (line 15)
 - C. “Not” (line 18)
 - D. “Yet” (line 26)
- 57.** The statement “Disbelief did not exist” (line 22) means that the children
- A. cheered when the hero won
 - B. were not good judges of character
 - C. were unaware of symbolic differences between characters
 - D. accepted the stereotypes without consciously questioning them

Continued

58. The speaker finds himself “Brooding on the sooty man” (line 28) because he
- A. fears the villain’s bad deeds
 - B. feels ambiguous about the villain
 - C. remembers warnings about the villain
 - D. is upset by the villain’s dark appearance
59. In considering his past feelings about the hero and the villain, the speaker now recognizes that he
- A. preferred the role of the hero
 - B. was nostalgic for former experiences
 - C. was anxious about the outcome of the plot
 - D. identified with the realistic appeal of the villain
60. The **main** idea of the poem is that
- A. good and evil are not necessarily absolutes
 - B. introspection causes adults to long for the past
 - C. children tend to be more aggressive than adults
 - D. movies provide good entertainment for the young
61. To reinforce his main idea, the speaker uses a metaphor in
- A. “Each Saturday at two-o’clock / We queued up for the matinée” (lines 3–4)
 - B. “The natural enemies of cops / And schoolteachers” (lines 8–9)
 - C. “the reek of chewing-gum, / Gob-stoppers and liquorice” (lines 15–16)
 - D. “The hero was / A milky wide-brimmed hat, a shape / Astride the arched white stallion” (lines 18–20)

VIII. Read the excerpt from “Mrs. Packletide’s Tiger” on pages 18 to 20 of your Readings Booklet and answer questions 62 to 70.

62. Mrs. Packletide’s underlying motive for shooting the tiger is that she feels
- A. bored with her way of life
 - B. jealous of Loona Bimberton
 - C. compelled to place herself in danger
 - D. obliged to prove herself to Miss Mebbin
63. The fact that Mrs. Packletide had stimulated the “commercial instinct of the villagers” (line 22) reveals that the villagers’ basic motive for participating in the tiger hunt is that they want to
- A. benefit from Mrs. Packletide’s adventure
 - B. protect themselves from attack by the tiger
 - C. teach their children about the behaviour of tigers
 - D. show their appreciation for Mrs. Packletide’s kindness
64. The statement “Evidently the wrong animal had been hit, and the beast of prey had succumbed to heart-failure, caused by the sudden report of the rifle, accelerated by senile decay” (lines 68–70) is an example of
- A. climax
 - B. foreshadowing
 - C. situational irony
 - D. antecedent action
65. Loona Bimberton’s “repressed emotions” (line 78) are **most likely** the result of
- A. fear
 - B. cowardice
 - C. resentment
 - D. uncertainty

Continued

66. Mrs. Packletide would consider her choice of costume “a fitting and appropriate thing” (lines 81–82) because she wants to be
- A. praised for her fine figure
 - B. recognized for her great wealth
 - C. admired for her expertise as a hunter
 - D. respected for adhering to social conventions
67. The phrase that contains a contradiction of terms is
- A. “sudden deviation” (line 5)
 - B. “particularly persistent” (line 33)
 - C. “senile decay” (line 70)
 - D. “disagreeably pleasant” (line 88)
68. Mrs. Packletide’s most costly incidental expense (line 102) is the
- A. tiger-claw brooch
 - B. County Costume Ball
 - C. Curzon Street luncheon party
 - D. weekend cottage near Dorking
69. Mrs. Packletide and Loona Bimberton can be described as
- A. vain socialites
 - B. foolish risk-takers
 - C. courageous adventurers
 - D. dedicated charity workers
70. The name that Miss Mebbin gave to her cottage and her choice of plants for her garden serve to reflect
- A. her appreciation of nature
 - B. the source of her good fortune
 - C. her regret for the tiger’s death
 - D. the change in character she has experienced

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